Analyzing Student Work Through Scrimmage Testing

Standard 2.1
e. Multiple assessments are specifically designed to provide meaningful feedback on student lerning for instructional purposes
h. Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

This activity may be used with subject area or grade level teams to provide a framework for them to use as they develop and score student work/responses to a prescribed set of assessment items or tasks. While the process was developed, initially, to use with the CATS Common Released Items in a school scrimmage setting, teachers will find it to be a helpful process by which to analyze any type of student work on a performance-based assessment.

Purpose:
To Provide:
- diagnostic information
- instructional implications
- feedback on student learning
- opportunities for staff to analyze student work
- benchmarks of proficient work for teacher and student
- opportunities for students to revise and improve responses based on exemplars of proficiency

Procedure
* see school wide scrimmage sample plan
- Convene a faculty meeting to explain the purpose and procedure necessary for planning a school wide scrimmage.
- Compile a set of CATS previously released open response questions, rubrics and annotated scoring guides. Two released items per subject area is suggested. (These can be downloaded from the KDE web page)
- Establish a date to administer the open response items school wide.
- Establish a scrimmage schedule
- Have open response items copied and sorted for each teacher.
- Have copies of rubrics and annotated scoring guides prepared for each teacher.
- Select a date for scoring items.
- Describe in detail the scoring process (*See Scoring Process for a Scrimmage Assessment)*
- Explain procedures and codes for analyzing student responses (*See Open Response Codes)*
- Record results by class. (*See Classroom Scrimmage Results)*
- Design specific instructional strategies for targeted improvements.

Scoring Process for a Scrimmage Assessment

Use the following process for scoring and analyzing student responses to an assessment item:

- Read the open response item and answer the question prior to reviewing the scoring guide.

- Review the scoring guide with your own answer.

- Select 6 to 10 papers to be scored by the entire scoring team. Discuss scores and refine rubric based on those discussions.

- Individually score the remaining student work using the revised guide.

- As each paper is scored, assign up to 3 open-ended response codes to reflect the weakness(es) of the student's response.

- As a group, divide the papers into the four scoring categories (1,2,3, & 4) and discuss the needs of each group. Look for patterns in the open-ended response codes.

- Select a benchmark paper for all four scoring categories, if possible.

- As a group discuss the issues that keep a "2" paper from becoming a "3" paper and what would cause a "3" paper to become a "4" paper.

Open Response Codes

- **C** lack of **core content** knowledge
- **D** did not follow **directions**
- **F** lost **focus** on question
- **O** **other** problems such as, organization, handwriting, motivation
- **P** did not answer all **parts** of the question
- **S** did not provide **supporting** details
- **V** limited understanding of testing **vocabulary** (Blooms Verbs)

CLASSROOM SCRIMMAGE RESULTS

Name of test:

Date given:

STUDENT	Q1 01234	C	D	F	O	P	S	V	Q2 01234	C	D	F	O	P	S	V
1																
2																
3																
4																
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SCRIMMAGE RESULTS

11/19/2004

NAME OF TEST

4

DATE OF TESTING

STUDENT	Q1 01234	C	D	F	O	P	S	V	Q2 01234	C	D	F	O	P	S	V

- Establish a date for a second scrimmage with the targeted improvements clearly identified.
- Design lessons/units for instruction on identified areas

Specific Scoring Strategies

1. Review the open-ended scoring codes at this time. Ask each participant to rate each paper according to the two most prominent weaknesses (if appropriate) Have the participants write those two letters at the top of the student response along side of their assessment score.
2. Divide the remaining papers so that each teacher has approximately the same amount. Each paper should be scored by at least two teachers.   After all papers are scored, review the papers where there is more than one point difference in the score. An alternative way is to have each paper scored by only one teacher but all teachers score and ask for a second opinion on those papers that they about which they are unsure. Reach consensus on those papers.

Analysis strategies

Analysis of the results of the scrimmage test allows teachers and school administrators to focus on instructional and curricular implications. For example, teachers may want to look at marginal responses and determine what academic and test taking skills students need in order to score at a higher level. The analysis could also be used to look at the content and thinking skills that are required in order o do well on the assessment item or task. Below are three ways that the data can be analyzed. One or a combination of the activities suggested will provide instructional feedback.

1. Use the *Classroom Scrimmage Results* handout to identify and summarize the student weaknesses outlined on the *Open-ended response Codes* transparency/handout. This will provide individual data on weakness that need to be improved for each student and may also be tallied to look for class or school improvement needs. For example, "lack of content knowledge" may suggest a review of the curriculum for that content. On the other hand, "did not answer all parts of the question" may suggest a need to teach students to use a graphic organizer such as the four-column method.

2. Make a transparency/handout of *School Wide Scrimmage Results Tally Sheet*. Use the transparency/handout, to analyze student ability to perform as the task or item intended. This could be done immediately after the scoring of student work or at another meeting. The discussion should be done in small groups to allow for maximum teacher discussion.

SCHOOL WIDE SCRIMMAGE RESULTS
Tally Sheet
In the tables below, enter the totals from the content area scrimmage results:

READING 1

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

READING 2

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

MATH 1

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

MATH 2

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

SCIENCE 1

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

SCIENCE 2

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

SOCIAL STUDIES 1

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

SOCIAL STUDIES 2

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

ARTS/HUMANITIES 1

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

ARTS/HUMANITIES 2

Rubric Score				
0	1	2	3	4

Code						
C	F	P	D	V	T	O

PRACTICAL LIVING/VOC 1

Rubric Score				
0	1	2	3	4

PRACTICAL LIVING/ VOC 2

Rubric Score				
0	1	2	3	4

			Code							*Code*			
C	F	P	D	V	T	O	C	F	P	D	V	T	O

3. Another form of analysis can be done using either/both of the following transparency/handouts, *Using Student Work to Analyze Learning and Teaching* or *Analyzing Scrimmage Results Worksheet*. This discussion activity focuses more specifically on content covered, thinking skills required, student test taking and organizational skills, and instructional strategies.

Benchmark Process

 Students and teachers benefit from the identification and use of benchmarked student work. The benchmark paper could then be used to help the scorers when assigning other papers to that category. Identify the 4 scorning categories (1,2,3,4) and select a paper that best represents that category. These papers can be used instructionally to inform students of what proficient work looks like. Quality student work should be collected and saved as exemplars of the kind of work that is expected.

Next Steps

Establish a time line for identifying instructional implication for one particular area of Core Content or Program of Studies. Design lessons which target this particular weakness. Deliver the needed lessons and assess with a curriculum specific open response question.
Students will show dramatic improvement when open response assessments are connected to the subject matter being taught.

Collaboratively, score the student work and monitor changes. Working in teams to evaluate progress and strategically plan for instructional implications is vital to show improvement of student achievement. Additional questions to guide the evaluation process are attached

Using Student Work to Analyze Learning and Teaching

What has the assessment item asked our students to do?
- What content has been covered?
- What process skills/thinking skills are needed to give an adequate response?

What do these students know and what are they able to do?
- About organizing their work
- Pre-writing?
- Graphic organizers?
- Problem solving?
- Content knowledge?
- About writing an explanation?

What curriculum, instruction, assessment changes are needed for our students to perform will on this assessment item?
- What school wide issues need to be addressed to improve instruction?
- What areas do we want to target and monitor for improvement?
- What process do we have for collaboratively analyzing student work?

Analyzing Scrimmage Results Worksheet

Look Fors	Yes	No	Analysis	Instructional Strategies
ATTITUDE Did the student make an attempt at answering the question?				
KNOW Is there evidence that the student is able to read the question? (Were key words underlined? Content words? Process (BlOOM VERBS)?				
PLAN Is there evidence of pre writing? Graphic Organizer? Chart? Outline?				
ANSWERED THE QUESTION & COMPLETED ALL PARTS				
IS THE CONTENT CORRECT?				
Critical Thinking Skills **Is there**				

evidence that the student used the SRE strategy ? Is the logic correct?			
VERIFYING THE ANSWER Does the student provide support for the answer and/or check for accuracy?			

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Next Steps

All professional development activities require sustained support and follow-up to be effective and to provide lasting change. The following questions are designed to assist the presenter/facilitator/leader with organizing this follow-up effort.

1. How can the results of this activity be used to improve your assessment program?

2. Who do you need to meet with next?

3. What resources or professional development are needed?

4. What action plan do you have for improving your assessment program?

5. What is your timeline for implementation?

6. Who will be responsible for implementation of action plan?